

Katy Independent School District

Cardiff Junior High School

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Together we inspire and empower all learners by providing opportunities that unlock potential to thrive in a supportive community built for success.

Vision

Find your stride.

Value Statement

Core Values

Integrity

Respect

Dedication

Safe Environment

Accountability

Collaboration

Growth Mindset

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

A Comprehensive Needs Assessment was conducted in-person on Monday May 18, 2026 in the Large Group Instruction room at Cardiff Junior High. The needs assessment was completed in two meetings on May 18th: one, at 9:30-10:30 AM and the second at 1:00-2:00 PM. The meeting consisted of a wide range of stakeholders:

- Principal - Richard Merriman
- Other School Leaders - Keshia Williams (Assistant Principal), Kimberly Rasberry (Instructional Coach), Karen Pennywell (Instructional Coach), Kelly Lara (Instructional Coordinator)
- Specialized School Support: - Sarah Enamorado (EL Facilitator), Catherine Bullock (Librarian)
- Parents - Ivana Ponce, Nary Wu
- Community/Business Partners - David Olson, Jacob Robinson
- Paraprofessional Staff - Irma Lopez, Natalia Montoya Bermudez
- Teachers - Dan Brodt, Rosa Solares, Jennifer Perez, Yasmin Bolanos
- District Personnel - Allyson Walker, Rachel Rice

Note: Rachel Rice, David Olson, Jacob Robinson, and Ivana Ponce were unable to attend in person. They were provided with copies of the all of the data reviewed by the committee along with the meeting agendas and meeting minutes. They responded by electronic means that they had reviewed all of the information discussed and recommendation made by the committee.

For the first meeting May 18, 2026 (9:30-10:30), the Campus Advisory Team was tasked with reviewing the goals of the current school year and reviewing several data sources to identify areas for improvement for the campus. In order to get a picture of student learning, the committee reviewed the following data sources:

- Combined CBA results (Campus Based Assessments) and KLA results (Katy Learning Assessments) for all of school year 2025-26 for each of the four core subjects (RLA, Math, Science, and Social Studies). This data was disaggregated into percentages of students scoring at Approaches, Meets, and Masters, comparable to STAAR scoring. It was also broken down by the following subpopulations: At-Risk, Economic Disadvantaged, ESL, American Indian/Alaskan Native, Asian, Black, Hispanic, Two or More Races, White, Gifted & Talented, Emergent Bilingual, and Special Education.
- Current enrollment
- Student demographics by sub-population
- Grade distributions
- Average daily attendance for the past five years
- Discipline referrals for 2025-26

The first meeting concluded with identified areas of strength and needs.

For the second meeting on the afternoon of May 18, 2026 (1:00-2:00) the group was divided into four subcommittees in order to focus in on specific areas. Each subcommittee was assigned one of the following four areas to discuss: Reading/Language Arts, Math, Science, or Social Studies. Each subcommittee identified strengths as well as needs (problem statements) and drafted goals for the four identified problem areas. Each subcommittee shared their findings with the rest of the advisory committee members, received input and

feedback from the group, and received a final voice of approval. A root cause analysis was then conducted by the committee for each of the priority problems identified.

Based on a review of the data, the committee identified several strengths and also areas for growth:

Strengths

- 6th Grade Math: Demonstrates early success on assessments, indicating strong foundational understanding, though performance declines with increased rigor
- 8th Grade Math: Shows consistent growth across years, reaching higher Meets performance levels compared to other math grades
- Algebra I: Strongest math performance on campus with high Meets and growing Masters performance
- 6th Grade RLA: Strong initial performance and ability to meet standards, showing solid early literacy foundation
- 7th Grade RLA: Demonstrates periods of growth and improvement, especially in Approaches and Meets
- 8th Grade RLA: Continues to show relatively stronger performance compared to other grades and subjects, especially in literacy outcomes
- 6th Grade Science: High Approaches performance indicates strong access to grade-level content
- 8th Grade Science: Demonstrates growth and higher Meets performance compared to other science grades
- 6th Grade Social Studies: Identified as a relative strength with strong recovery and growth in Meets performance
- Social Studies (All Grades): CBA and district data show overall growth trends in student access to content (Approaches)
- Campuswide: Students consistently demonstrate strong performance at the Approaches level across all subjects

Areas for Growth

- Math: Significant gaps between student performance on classroom/CBA assessments and district KLA/STAAR performance, especially in Grade 7
- 7th Grade Math: Lowest-performing area on campus with consistently low Meets and Masters performance across years
- RLA: Declines across assessment windows and difficulty sustaining performance as rigor and text complexity increase
- 6th & 8th Grade RLA: Declining trends in Meets and Masters performance over time
- 7th Grade RLA: Inconsistent performance with fluctuations across years and assessment cycles
- Science: Performance declines as rigor increases, especially under revised TEKS expectations
- 7th Grade Science: Lowest science performance on campus, particularly in Masters-level achievement
- Social Studies: Ongoing challenges with academic vocabulary, source analysis, and evidence-based reasoning
- 7th & 8th Grade Social Studies: Lower Meets performance and slower growth compared to Grade 6
- Campuswide: Large gap between Approaches and Meets/Masters performance across all subjects
- Campuswide: Students struggle with higher-order thinking skills, including application, reasoning, and justification
- Subgroups (EB, SPED, HB1416): Persistent achievement gaps across all subjects and grade levels

Through the Comprehensive Needs Assessment, the Campus Advisory Committee prioritized and identified four needs (problem statements) to address in our Campus Improvement Plan:

1. Across all core content areas, students are performing significantly higher on campus-based assessments than on district KLAs, indicating a systemic gap in rigor, cognitive demand, and assessment alignment. Students are not consistently demonstrating the level of application, reasoning, and transfer required for Meets and Masters performance on district-aligned assessments. Root Cause: Instructional planning and campus-created assessments are not consistently aligned to the level of rigor, cognitive complexity, and application required by district KLAs and STAAR assessments. Students need more consistent exposure to rigorous, non-routine, and application-based learning experiences.
2. Across all content areas, students demonstrate stronger performance on procedural, recall, and scaffolded tasks but struggle with higher-order thinking skills such as analysis, justification, synthesis, modeling, and application in unfamiliar contexts. Root Cause Classroom instruction has not consistently embedded opportunities for academic discourse, evidence-based reasoning, productive struggle, and higher-level questioning that require students to explain thinking, justify responses, and apply learning independently across multiple contexts.
3. Emergent Bilingual, Special Education, and KAP/GT students continue to demonstrate persistent achievement gaps at the Meets and Masters levels across all core content areas, indicating inconsistent access to rigorous, grade-level learning experiences and academic language development.

Instructional supports, differentiation practices, and scaffolded reasoning opportunities are not consistently implemented to ensure all student groups can independently engage in rigorous academic discourse, complex thinking tasks, and evidence-based responses aligned to grade-level standards.

4. Student engagement and consistent academic participation are concerns as indicated by declining attendance (93.98%), high discipline referrals (ID violations: 1,326; tardies: 414), and a high percentage of economically disadvantaged (82%), at-risk (76%), and EB students (36%). Root cause inconsistent implementation of targeted instructional strategies and school-wide systems to support a highly mobile, at-risk, and multilingual student population results in gaps in engagement, behavior, and academic access.

Demographics

Demographics Summary

Cardiff Junior High is a 6-8 grade campus on the east side of Katy ISD that opened in 2008. We serve two geographic suburban areas in the northeast quadrant of Katy ISD, including the Westfield area, closest to the school, and the Bear Creek area, near State Highway 6 and Clay Road. the current enrollment is 741 students. The enrollment at Cardiff JH has decreased slightly over the past three years. Cardiff Junior High is composed of a diverse student population as follow:

- Hispanic - 72%
- White - 9%
- Black/African American - 16%
- Asian - 2%
- Identifying as 2 or more races - 1%

Cardiff has a mobility rate of approximately 15.3% based on the 2024 Texas Academic Performance Report.

Additionally, based on the Katy ISD Campus Data Dashboard, Cardiff's student demographics include:

- Economically Disadvantaged - 84%
- At-Risk - 76%
- EB Students/LEP - 36%
- Special Education - 26%
- Section 504 - 2%
- Gifted and Talented - 2%
- Homeless - 1%
- CTE Enrollment - 21%

Attendance data tracked by the district shows an average daily rate for the past five years as:

- 2026 - 94.6%
- 2025 - 94.61%
- 2024 - 94.43%
- 2023 - 94.18%
- 2022 - 94.44%
- 2021 - 93.57 %
- 2020 - 97.32%

A review of behavior referrals to the office revealed that the top 10 discipline offenses with the number of referrals include (excluding tardies, except for excessive tardies). The numbers in parentheses are from 2025 as a point of comparison.

- ID badge violation - 1,326
- Multiple Tardies - 414
- Physical Contacting another individual - 141
- Disturbance - 108 (97)
- Non compliant with directives - 96 (66)
- Using inappropriate language / gestures - 70 (78)

- Personal Communication Device - 51 (127)
- Using food inappropriately - 37 (42)
- Truancy, skipping class - 24 (41)
- Non compliance, repeated - 24 (38)

The campus has two specialized Special Education Programs: Life Skills and RISE. Our Intermediate level EL students are served in Sheltered Classrooms for ELAR. In their other subjects, including math, science, and social studies, they are served using an inclusion model, so that they have regular interactions with general education students, both for content exposure and language development.

Due to the high population of EL students, the campus continues to build instructional capacity through purposeful inclusion of effective learning strategies for EL students in lesson planning; appropriate vocabulary instruction using Interactive Word Walls; supporting students with conversation through using Sentence Stems, Conversation Starters, & Turn-&-Talk; increasing verbal capacity through Frequent, Small-Group Purposeful Talk about the learning.

The administration of Cardiff JH is committed to identifying and hiring highly qualified teachers who are willing to grow in their profession and willing to contribute in positive, meaningful ways to student learning and campus culture. Each year the campus leadership, including administration, department chairs, and instructional coaches, participates in the Katy ISD Teacher Fair to seek out the most highly qualified and experienced teachers. Additionally, campus administration attends other teacher fairs that are held at nearby universities or by regional organizations. The campus administration screens for candidates who hold appropriate certifications and ideally have prior experience working with At-Risk students and diverse learners. The campus leadership works collaboratively to promote a culture of integrity, respect, dedication, safety, accountability, collaboration, and a growth mindset. We experience some annual attrition due to retirements, transfers, and movement to neighboring districts. Since KISD is a large, fast-growing district there is a higher turnover rate of teachers transferring from high needs campuses like Cardiff to other affluent campuses in the district. Nonetheless, the campus leadership works to retain teachers by creating a culture of support, appreciation, recognition, and success with students. Based on the campus staffing plan provided by the district, for 2026-27 the campus will be staffed at a staff-student ratio for general ed teachers of 1:20 and for all teachers at a ratio of 1:10. Based on the 2025 TAPR Report staff demographics include:

- Total staff - 103.1
- Professional staff - 91.1
 - Teachers - 71.6
 - Professional Support - 11.5
 - Campus Administration - 8
- Educational Aides - 12.0
- Teachers by Ethnicity
 - African American - 26.0
 - Hispanic - 15.0
 - White - 26.9
 - American Indian - 0
 - Asian - 3.7
- Teachers by Sex
 - Males - 22.5
 - Females - 49.0
- Teachers by Highest Degree Held
 - Bachelors - 51.6
 - Masters - 19.4
 - Doctorate - 0
- Teachers by Years of experience
 - Beginning - 11.0
 - 1-5 Years Experience - 22.1
 - 6-10 Years Experience - 14.0
 - 11-20 Years Experience - 18.4

- 21-30 Years Experience - 4.0
- Average Years of Experience (campus teachers only) - 9

Demographics Strengths

With a diverse student population and a variety of special programs, our students are very accepting. Our students demonstrate the characteristics of Care, Ownership, Life-Long Learners, Team Players and Success (C.O.L.T.S) that we expect to see from them. Student groups such as Student Council, National Junior Honor Society, Cheer, Band, and Orchestra conduct activities each year that contribute to a positive school climate. Students have the opportunity to participate in activities such as, National Geography Bee, Spelling Bee, Talent Show, Robotics Club, Coding Club, Chess Club, Science Olympiad, and Academic Pentathlon.

Cardiff Junior High embraces the philosophy and practices of a Professional Learning Community where we are committed to the learning of ALL students. Our work is based on the *Four Critical Questions of a PLC*:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Secondly, we frame our work on the *Three Big Ideas of a PLC*:

1. Focus on learning
2. Building a collaborative culture
3. A results orientation

Overall, our staff is highly committed to providing the best instruction possible through systems that are in place -- weekly content Collaborate Team meetings that include frequent data analysis of student strengths and weakness and identifying gaps in learning. Our staff is committed to our mission of ensuring that each child is growing academically and developing socially, emotionally, and physically. Our Instructional Coaches do an excellent job of training and developing teachers on an individual and team basis to continue improvements in student learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student engagement and consistent academic participation are concerns as indicated by declining attendance (93.98%), high discipline referrals (ID violations: 1,326; tardies: 414), and a high percentage of economically disadvantaged (82%), at-risk (76%), and EB students (36%).

Root Cause: Inconsistent implementation of targeted instructional strategies and school-wide systems to support a highly mobile, at-risk, and multilingual student population results in gaps in engagement, behavior, and academic access.

Student Learning

Student Learning Summary

During the 2025–2026 school year, Cardiff Junior High analyzed Combined Campus-Based Assessment (CBA) and Katy Learning Assessment (KLA) data across Reading Language Arts (RLA), Mathematics, Science, and Social Studies, including performance levels aligned to STAAR Approaches, Meets, and Masters standards and disaggregated by student subpopulations. Across all four core content areas, students generally demonstrated strong performance at the Approaches level, indicating successful access to grade-level content and foundational understanding. However, campus assessment results consistently outperformed district KLA results, suggesting a need for stronger alignment between classroom instruction, campus assessments, and district-level rigor expectations. Examples of this trend include 7th Grade Math (61% Meets on CBA compared to 23% on KLA 2), 6th Grade Science (77% Meets on CBA compared to 47% on KLA), and 6th Grade RLA (76% Meets on CBA compared to 53% on KLA 2).

Across all content areas, the most significant challenge was moving students from Approaches performance to sustained Meets and Masters performance. Data trends indicate that students are generally successful with recall, procedural tasks, and scaffolded learning experiences but experience difficulty with higher-order thinking skills such as analysis, application, justification, synthesis, and transfer of learning to unfamiliar contexts. In Mathematics, students demonstrated procedural fluency but struggled with reasoning and problem-solving. In Science, students showed difficulty with systems thinking, scientific explanation, and data analysis. RLA data reflected challenges with inferencing, academic vocabulary, and evidence-based responses, while Social Studies data highlighted weaknesses in source analysis, synthesis, and higher-order reasoning.

Subpopulation analysis revealed consistent achievement gaps among Emergent Bilingual (EB), Special Education (SPED), At-Risk, and Economically Disadvantaged students, particularly at the Meets and Masters performance levels. EB students demonstrated challenges related to academic vocabulary, stimulus comprehension, inferencing, and explanation-based tasks, while SPED students often performed at the Approaches level but struggled with multi-step reasoning, application, and independent transfer of knowledge. Additionally, Gifted and Talented (GT)/KAP students frequently met Approaches expectations but did not consistently achieve Masters-level performance, indicating a need for increased rigor and productive struggle across all student groups. These findings will be compared with official 2025–2026 STAAR results upon release to further validate trends and inform campus improvement planning for the 2026–2027 school year.

Based on the 2025 - 2026 State Accountability System Reports Cardiff Junior High received an overall B rating. The three Domain scores are listed below:

Domain 1: Student Achievement - 48

Domain 2: School Progress - 90

Domain 3: Closing the Gaps - 91

Cardiff Junior High received Distinction Designations in two areas:

- 1. Post-Secondary Readiness
- 2. 7th Grade Reading Masters Grade Level

Student Learning Strengths

	Approaches				Meets				Masters		
	2025	2026	Change		2025	2026	Change		2025	2026	Change

	Approaches				Meets				Masters		
6 Reading	77	68	-9		47	49	+2		16	23	+7
6 Math	73	77	+4		32	41	+9		8	12	+4
7 Reading	72	75	+2		47	53	+6		19	26	+7
7 Math	44	49	+5		17	25	+8		2	2	0
8 Reading	79	84	+5		56	56	0		27	25	-2
8 Math	77	81	+4		45	47	+2		16	11	-5
8 Science	78	79	+1		48	59	+11		15	29	+14
8 Social Studies	57	54	-3		30	27	-3		14	11	-3
Algebra	100	100	0		84	96	+12		68	63	-5

Based on the STAAR assessment data above, our students showed gains on many of the STAAR tested subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across all core content areas, students are performing significantly higher on campus-based assessments than on district KLAs, indicating a systemic gap in rigor, cognitive demand, and assessment alignment. Students are not consistently demonstrating the level of application, reasoning, and transfer required for Meets and Masters performance on district-aligned assessments.

Root Cause: Instructional planning and campus-created assessments are not consistently aligned to the level of rigor, cognitive complexity, and application required by district KLAs and STAAR assessments. Students need more consistent exposure to rigorous, non-routine, and application-based learning experiences.

Problem Statement 2 (Prioritized): Across all content areas, students demonstrate stronger performance on procedural, recall, and scaffolded tasks but struggle with higher-order thinking skills such as analysis, justification, synthesis, modeling, and application in unfamiliar contexts.

Root Cause: Classroom instruction has not consistently embedded opportunities for academic discourse, evidence-based reasoning, productive struggle, and higher-level questioning that require students to explain thinking, justify responses, and apply learning independently across multiple contexts.

Problem Statement 3 (Prioritized): Emergent Bilingual, Special Education, and KAP/GT students continue to demonstrate persistent achievement gaps at the Meets and Masters levels across all core content areas, indicating inconsistent access to rigorous, grade-level learning experiences and academic language development.

Root Cause: Instructional supports, differentiation practices, and scaffolded reasoning opportunities are not consistently implemented to ensure all student groups can independently engage in rigorous academic discourse, complex thinking tasks, and evidence-based responses aligned to grade-level standards.

School Processes & Programs

School Processes & Programs Summary

In the Spring semester of 2024 the leadership team developed a document titled *Cardiff Junior High PLC: How We Do The Work*. This document continues to serve as a guide for our work as a Professional Learning Community, and it outlines the responsibilities, expectations, and practices for Collaborative Teams. This guiding document was reviewed by the leadership team in May 2024 to make updates and revisions as needed. It consists of the following guiding documents:

- Campus Mission, Vision, and Values
- Collective Commitments
- PLC and Collaborative Team Non-negotiables
- Campus Improvement Plan Goals
- Team Roles Defined
- Collaborative Teaming Guide
- Data Protocol
- Lesson Plan Expectations
- Unwrapping Essential Standards
- Collaborative Team Checkpoint Reflections
- 10 Roles of an Instructional Coach
- Roles of Instructional Coordinators
- Daily Lesson Plan Templates by Content
- Addressing Disagreements and Conflict
- CJH Professional Learning Options
- Incentives for Professional Learning

For the 2025-26 school year, collaborative teaming was expanded to include our elective teachers. Elective teachers were placed on a team with other "singleton" teachers from other junior high campuses that are within our PLC Academy Cohort - MRJH, SJH, MDJH, and WCJH. These elective collaborative teams were supported with additional trainings about working collaboratively, with time for identifying and unwrapping essential standards, and with time to collaborate on instructional planning.

We continue to utilize the Professional Learning Community Model (PLC) and Backward By Design planning for instruction and assessment and to collaborate on ways to improve student performance. The master schedule is designed for content teams to have common planning periods in order to meet with Instructional Coaches to conduct rigorous instructional planning: identify essential standards, unwrap essential standards, complete an assessment blueprint, analyze common assessments for depth of knowledge, plan instructional calendars, plan daily lessons with engaging strategies that support Special Education and ESL learners, etc.

Cardiff JH is well staffed to address the needs of students, to monitor and support learning, and maintain a safe and secure learning environment. In order to clearly communicate roles and responsibilities of administration, as well as counselors and support staff, a responsibilities document is disseminated annually to the staff to promote efficient operation. Campus administration meets on a weekly basis to discuss effective organization and operation of the campus. The administrative team meets biweekly with the counseling team to discuss issues and events that relate to upcoming student activities, student recognitions, the social/emotional development of students, Multi-tiered Systems of Support (MTSS), etc. Additionally, the Principal meets biweekly with Department Chairs and Instructional Coaches to discuss and plan for instructional improvement, school activities, address relevant/immediate campus concerns and professional development.

Staff members are kept informed of upcoming events in a timely manner through the Campus Calendar on Outlook and the Principal's weekly communication, the *Cardiff Carrier*.

Cardiff JH is a technology rich campus. We have many technology tools available to students and teachers. For 2025-26, Katy ISD provided Chromebooks to all students in grades 3-12 for a 1:1 technology experience. CJH teachers were provided with training during the spring semester from our Campus Technology Designer to increase competency with

Canvas, the district's approved online learning platform. Additionally, teachers are expected to attend training during the summer of 2026 to increase their competency with blended learning. Core subject classrooms are equipped with a Smart Panel or Smart Board as an additional technology tool in the classroom. For students who may not have Wi-Fi access at home, Wi-Fi hotspots are available for students to checkout from the library if needed. Lastly, we have a Classroom Technology Designer assigned to our campus one day a week. She is able to support teachers' learning and implementation of technology in the classroom.

As a Title I funded campus, CJH receives additional funding and 5 additional staffing units. Of the five additional staffing units, serves as an Instructional Coordinator and the other four as classroom teachers. Five Academic Support teachers provide intervention to students through Math Lab, Reading Intervention (Read 180), and through push-in or pull-out support of targeted students. A portion of Title I funds will be used to support campus initiatives to increase student learning, such as tutorial programs, after-school Homework Lab, After-School bus transportation, PBIS, and programming to promote social/emotional learning.

Two Instructional Coaches support all teachers with feedback on their lesson delivery, and they serve as resources to assist teachers with accomplishing their professional goals.

School Processes & Programs Strengths

We continue to utilize common assessment CBAs (Campus-Based Assessments) in order to evaluate student attainment of the curriculum and to evaluate and adjust our instructional practices. This current year school year CFA's (Common Formative Assessments) were introduced to better monitor student learning prior to the CBA / end-of-unit assessment. The CFA assisted teachers with monitoring students' progress along with completing a matrix in which teachers identified students needing additional learning opportunities and what those learning opportunities were going to be.

Overall, our staff is highly committed to providing the best instruction possible through systems that are in place -- content Collaborative Teams, data analysis of student strengths and weakness and gaps in learning. Our staff is committed to our mission of ensuring that each child is growing academically and developing socially, emotionally, and physically. Our Instructional Coaches and Instructional Coordinator do an excellent job of supporting our teachers on an individual basis and supporting teams to continue improvements in student learning.

Since many of our students are Hispanic and Spanish is often the primary language spoken in the home, the campus instituted a Spanish-speaking call center staffed by a campus staff member in which teachers can communicate with our Spanish-speaking only parents. We expect to continue providing this service/support to our teachers going forward.

Cardiff JH administration and staff communicate upcoming events well in advance in order to allow teaches time to plan adjustments to instruction.

Staff members have immediate access to events through the Campus Outlook Calendar.

Events are well-planned and well-executed in order to maintain a safe, orderly, structured learning environment.

Between using Canvas as an interactive technology tool and other technology applications, we have a high level of technology integration in the classroom. Teachers continue to publish assignments on Canvas and to utilize it as a place to house learning supports and resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parent engagement is inconsistent, limiting communication and support for student achievement.

Root Cause: No structured, multilingual communication system ensures consistent outreach to families.

Perceptions

Perceptions Summary

Parents and the community members are kept informed of school activities through a variety of media, which include weekly eNews, campus website, teacher Canvas pages, School Messenger calls, marquee messages, flyers home, and social media. For 2026-27 all campuses in Katy ISD will continue using Canvas as an online communication and instructional tool. Parents have access to some of the assignments and activities that students are doing in class through the ParentViewer of Canvas. All CJH teachers are required to have relevant information posted on their Canvas page. More importantly, they will follow departmental expectations regarding frequent uses of Canvas in order to keep students current with their understanding of the use of Canvas.

Parents and community participate in school events, such as Colt Camp, Open House, WatchDog Dads (A Day with Dad), Moms Matter, Bingo for Books, Fine Arts performances, athletic events, TimeSaver Tuesdays and student award ceremonies. Parents are routinely invited to have lunch with their students throughout the school year in order to maintain involvement with their child.

Overall, Cardiff Junior High maintains a safe, positive and productive school climate for students and staff. Staff members are routinely recognized for their work and contributions to the campus and student learning through highlights in the Principal's weekly *Cardiff Carrier* newsletter, Staff Member of the Month, acknowledgements in faculty meetings, in social media, year-end celebrations, etc. Student achievement, successes, and accomplishments are recognized through A/B Honor Roll recognitions per six weeks, *Student of the Week*, privileges at lunch for good conduct, incentives, end-of-year award ceremonies, PBIS rewards, etc. We will continue the use of the Character Strong curriculum that was started in by delivering one lesson per week during Advisory focused on social/emotional development.

In 2024-25 we revised our campus wide student rewards system and used PBIS. A committee of staff members, including teachers, administration, and counselors designed a system consisting of behaviors associated with our student expectations -- Care, Ownership, Life-Long Learners, Team Player, Successful (C.O.L.T.S.) -- and PBIS points for various behaviors. Teachers also had the option to use give PBIS points for behaviors that they wanted to recognize and reinforce specific to their classrooms. PBIS points are also utilized heavily in the 6th six weeks to incentivize students to maintain regular attendance.

Based on the review of the campus Culture/Climate Survey, the Needs Assessment Committee identified areas that we would like to work on to continue building a culture of positivity, school pride, and connectedness. These include: identify and address prevalent student misbehaviors; train staff to use a consistent approach for behavior management; implement school-wide behavior management systems consistently; conduct activities that show attention to teacher's needs and their social/emotional wellness; and increase communication throughout the campus to build authentic relationships.

Perceptions Strengths

Overall, our parents are very supportive when contacted by teachers. We generally experience a modest turnout at Colt Camp and/or Open House.

We continue to have support from business partners, such as Chick-fil-A, Equitable Advisors, Raising Canes, Brazos Valley School Credit Union, Serrano's Taco, and Second Baptist Church. These business partners routinely provide staff discounts and special treats for teachers.

Our faculty demonstrates their support for PTA by achieving 100% PTA annual membership.

Cardiff JH offers a variety of extracurricular activities, clubs and other events for students to participate and develop positive connections to school and peers. These activities include: athletics, Fine Arts, Art, Yearbook, Science Olympiad, National Junior Honor Society, Student Council, Colts as Mentors (CAMs), Math Club, Art Club, Reading Club, Bingo for Books, daily announcements, Million Word Stampede, History Club etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent systems for behavior, communication, and engagement limit school climate and stakeholder connection.

Root Cause: Lack of fully aligned, consistently implemented systems for behavior management, staff support, and communication.

Priority Problem Statements

Problem Statement 1: Across all core content areas, students are performing significantly higher on campus-based assessments than on district KLAs, indicating a systemic gap in rigor, cognitive demand, and assessment alignment. Students are not consistently demonstrating the level of application, reasoning, and transfer required for Meets and Masters performance on district-aligned assessments.

Root Cause 1: Instructional planning and campus-created assessments are not consistently aligned to the level of rigor, cognitive complexity, and application required by district KLAs and STAAR assessments. Students need more consistent exposure to rigorous, non-routine, and application-based learning experiences.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Across all content areas, students demonstrate stronger performance on procedural, recall, and scaffolded tasks but struggle with higher-order thinking skills such as analysis, justification, synthesis, modeling, and application in unfamiliar contexts.

Root Cause 2: Classroom instruction has not consistently embedded opportunities for academic discourse, evidence-based reasoning, productive struggle, and higher-level questioning that require students to explain thinking, justify responses, and apply learning independently across multiple contexts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Emergent Bilingual, Special Education, and KAP/GT students continue to demonstrate persistent achievement gaps at the Meets and Masters levels across all core content areas, indicating inconsistent access to rigorous, grade-level learning experiences and academic language development.

Root Cause 3: Instructional supports, differentiation practices, and scaffolded reasoning opportunities are not consistently implemented to ensure all student groups can independently engage in rigorous academic discourse, complex thinking tasks, and evidence-based responses aligned to grade-level standards.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student engagement and consistent academic participation are concerns as indicated by declining attendance (93.98%), high discipline referrals (ID violations: 1,326; tardies: 414), and a high percentage of economically disadvantaged (82%), at-risk (76%), and EB students (36%).

Root Cause 4: Inconsistent implementation of targeted instructional strategies and school-wide systems to support a highly mobile, at-risk, and multilingual student population results in gaps in engagement, behavior, and academic access.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Goals

Revised/Approved: June 8, 2026

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Increase overall student achievement across all content areas by improving performance at the Meets and Masters levels on STAAR, CBA, and DLA assessments, with targeted growth for all students.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, CBA/DLA data, CFA data, TEA Accountability Reports, Progress Monitoring Data

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Improve academic outcomes for student subgroups (Special Education, Emergent Bilingual, and At-Risk students) by reducing performance gaps through targeted interventions, differentiated instruction, and aligned accommodations.

High Priority

HB3 Goal

Evaluation Data Sources: Disaggregated STAAR data, CBA/DLA subgroup reports, IEP progress monitoring, TELPAS results, intervention data logs

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Strengthen instructional rigor, data-driven planning, and differentiated learning practices across all core content areas to ensure consistent student growth and engagement.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson plan reviews, walkthrough data, PLC documentation, assessment audits (rigor/DOK analysis), teacher feedback, student work samples

Strategy 1 Details		Reviews			
Strategy 1: Teachers will work in highly effective Collaborative Teams consisting of General Ed, ESL and SPED Teachers to plan their unit calendars, plan assessments, create daily lessons and determine interventions as needed to promote learning for ALL students. Strategy's Expected Result/Impact: Teachers will plan lessons that are closely aligned to the content standards resulting in focused lessons that will increase the likelihood of students being successful from first-teach instruction. Staff Responsible for Monitoring: Instructional Coaches with assistance from Instructional Coordinator and Department Chairs. Title I: 2.51, 2.53 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 - Title I Part A - \$458,252		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Across all core content areas, students are performing significantly higher on campus-based assessments than on district KLAs, indicating a systemic gap in rigor, cognitive demand, and assessment alignment. Students are not consistently demonstrating the level of application, reasoning, and transfer required for Meets and Masters performance on district-aligned assessments. Root Cause: Instructional planning and campus-created assessments are not consistently aligned to the level of rigor, cognitive complexity, and application required by district KLAs and STAAR assessments. Students need more consistent exposure to rigorous, non-routine, and application-based learning experiences.

Student Learning

Problem Statement 2: Across all content areas, students demonstrate stronger performance on procedural, recall, and scaffolded tasks but struggle with higher-order thinking skills such as analysis, justification, synthesis, modeling, and application in unfamiliar contexts. **Root Cause:** Classroom instruction has not consistently embedded opportunities for academic discourse, evidence-based reasoning, productive struggle, and higher-level questioning that require students to explain thinking, justify responses, and apply learning independently across multiple contexts.

Problem Statement 3: Emergent Bilingual, Special Education, and KAP/GT students continue to demonstrate persistent achievement gaps at the Meets and Masters levels across all core content areas, indicating inconsistent access to rigorous, grade-level learning experiences and academic language development. **Root Cause:** Instructional supports, differentiation practices, and scaffolded reasoning opportunities are not consistently implemented to ensure all student groups can independently engage in rigorous academic discourse, complex thinking tasks, and evidence-based responses aligned to grade-level standards.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Cardiff JH teachers will increase student academic growth and learning for ALL students by increasing our use of differentiated learning in the classroom.

Strategy 1 Details	Reviews			
Strategy 1: CJH will provide a well-rounded education by having ALL students in all core subjects engaging in lessons that are differentiated by utilizing a variety of resources and materials including technology for their ability level at a minimum of twice per week. Strategy's Expected Result/Impact: Students receive the appropriate scaffolding of knowledge and skills to ensure at least one years growth. Staff Responsible for Monitoring: Merriman- Math Knox- RLA Williams- Science Meldahl- Social Studies Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 - Title I Part A - \$30,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Cardiff Junior High will allow all staff members to attend professional development on how to differentiate lessons by planning in terms of content, process, and product for ALL students to be successful, especially students who are At-RISK of failing. Strategy's Expected Result/Impact: Increase teachers level of competence and confidence about how to differentiate lessons for the needs of their students. Staff Responsible for Monitoring: Merriman- Math Knox- RLA Williams- Science Meldahl- Social Studies Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 - Title I Part A - \$6,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: After school tutorials, after school bus transportation, and summer school will be provided for students who are AT-RISK of being unsuccessful. Strategy's Expected Result/Impact: Students will demonstrate mastery of the TEKS as evidenced by a 2% increase of Meets on grade level performance standards through early and ongoing tutorials after school. Many students will benefit from after school bus transportation. Staff Responsible for Monitoring: Ms. Young- At-Risk Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 - Title I Part A - \$49,061	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Across all core content areas, students are performing significantly higher on campus-based assessments than on district KLAs, indicating a systemic gap in rigor, cognitive demand, and assessment alignment. Students are not consistently demonstrating the level of application, reasoning, and transfer required for Meets and Masters performance on district-aligned assessments. Root Cause: Instructional planning and campus-created assessments are not consistently aligned to the level of rigor, cognitive complexity, and application required by district KLAs and STAAR assessments. Students need more consistent exposure to rigorous, non-routine, and application-based learning experiences. Problem Statement 2: Across all content areas, students demonstrate stronger performance on procedural, recall, and scaffolded tasks but struggle with higher-order thinking skills such as analysis, justification, synthesis, modeling, and application in unfamiliar contexts. Root Cause: Classroom instruction has not consistently embedded opportunities for academic discourse, evidence-based reasoning, productive struggle, and higher-level questioning that require students to explain thinking, justify responses, and apply learning independently across multiple contexts. Problem Statement 3: Emergent Bilingual, Special Education, and KAP/GT students continue to demonstrate persistent achievement gaps at the Meets and Masters levels across all core content areas, indicating inconsistent access to rigorous, grade-level learning experiences and academic language development. Root Cause: Instructional supports, differentiation practices, and scaffolded reasoning opportunities are not consistently implemented to ensure all student groups can independently engage in rigorous academic discourse, complex thinking tasks, and evidence-based responses aligned to grade-level standards.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Increase student engagement, motivation, and positive behavior by reducing discipline referrals and improving culture/climate survey results.

Evaluation Data Sources: Discipline referral data, climate/culture surveys (student and staff), PBIS data, attendance in engagement initiatives

Strategy 1 Details	Reviews			
Strategy 1: Utilize a PBIS Campus Committee that is representative of each grade level to serve as the committee that will routinely collect data on student behavior, analyze the data, and make recommendations for campus policies/procedures to make targeted improvements for behavioral concerns. All staff will be trained on how to implement the campus PBIS program. Strategy's Expected Result/Impact: Increase all staff members skill level with implementing best practice behavior management techniques. Staff Responsible for Monitoring: Assistant Principal for PBIS Core Team Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A - \$2,687	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student engagement and consistent academic participation are concerns as indicated by declining attendance (93.98%), high discipline referrals (ID violations: 1,326; tardies: 414), and a high percentage of economically disadvantaged (82%), at-risk (76%), and EB students (36%). Root Cause: Inconsistent implementation of targeted instructional strategies and school-wide systems to support a highly mobile, at-risk, and multilingual student population results in gaps in engagement, behavior, and academic access.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Enhance awareness and prevention of bullying and unsafe behaviors through student, staff, and parent education.

Evaluation Data Sources: Program participation logs, survey data, incident reports, counseling records

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Increase average daily attendance through targeted interventions, incentives, and family engagement strategies.

High Priority

Evaluation Data Sources: Attendance records, chronic absenteeism reports, intervention logs, parent contact documentation

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Increase parent and family engagement by expanding participation in campus events, academic nights, and school communication opportunities.

Evaluation Data Sources: Event attendance logs, sign-in sheets, parent surveys, volunteer participation data

Strategy 1 Details	Reviews			
Strategy 1: CJH will hold an annual STEM Night to educate parents on how to best support their children at home with meeting and exceeding the academic expectations of the school. The Parent and Family Engagement Policy and School Compact will be distributed on this night. Strategy's Expected Result/Impact: Increase students' success by educating parents about how they can provide the best support at home. Staff Responsible for Monitoring: Instructional Coordinator Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CJH will annually hold events to increase parent involvement with their children -- Watchdog Dads, Moms Matter, Cultural Night, and Colts Preview Night. Strategy's Expected Result/Impact: Strengthen school-parent relationships by providing parents with opportunities to engage school-related activities with their children. Staff Responsible for Monitoring: Instructional Coordinator Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A - \$2,879	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Student engagement and consistent academic participation are concerns as indicated by declining attendance (93.98%), high discipline referrals (ID violations: 1,326; tardies: 414), and a high percentage of economically disadvantaged (82%), at-risk (76%), and EB students (36%). **Root Cause:** Inconsistent implementation of targeted instructional strategies and school-wide systems to support a highly mobile, at-risk, and multilingual student population results in gaps in engagement, behavior, and academic access.

Student Learning

Problem Statement 1: Across all core content areas, students are performing significantly higher on campus-based assessments than on district KLAs, indicating a systemic gap in rigor, cognitive demand, and assessment alignment. Students are not consistently demonstrating the level of application, reasoning, and transfer required for Meets and Masters performance on district-aligned assessments. **Root Cause:** Instructional planning and campus-created assessments are not consistently aligned to the level of rigor, cognitive complexity, and application required by district KLAs and STAAR assessments. Students need more consistent exposure to rigorous, non-routine, and application-based learning experiences.

Problem Statement 2: Across all content areas, students demonstrate stronger performance on procedural, recall, and scaffolded tasks but struggle with higher-order thinking skills such as analysis, justification, synthesis, modeling, and application in unfamiliar contexts. **Root Cause:** Classroom instruction has not consistently embedded opportunities for academic discourse, evidence-based reasoning, productive struggle, and higher-level questioning that require students to explain thinking, justify responses, and apply learning independently across multiple contexts.

Problem Statement 3: Emergent Bilingual, Special Education, and KAP/GT students continue to demonstrate persistent achievement gaps at the Meets and Masters levels across all core content areas, indicating inconsistent access to rigorous, grade-level learning experiences and academic language development. **Root Cause:** Instructional supports, differentiation practices, and scaffolded reasoning opportunities are not consistently implemented to ensure all student groups can independently engage in rigorous academic discourse, complex thinking tasks, and evidence-based responses aligned to grade-level standards.

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Strengthen family capacity to support student learning through targeted communication, resources, and training aligned to academic expectations.

High Priority

Evaluation Data Sources: Communication logs (Blackboard, newsletters, Canvas), translation usage data, parent feedback surveys

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Enhance student transitions (elementary to junior high and junior high to high school) through structured programs, events, and communication with families.

High Priority

Evaluation Data Sources: Event participation data (Colt Camp, parent nights), survey feedback, student transition data, counselor reports

Strategy 1 Details		Reviews			
Strategy 1: CJH will conduct an annual Colt Camp Experience event for all incoming students and parents before the start of school. Students and parents will have receive their student's schedule, get familiar with the campus, meet their child's teacher, and learn important information about starting junior high. We will educate parents of incoming students about junior high, including behavioral and academic expectations, courses offered, academic support initiative, and common practices/procedures. Strategy's Expected Result/Impact: Establish parent expectations about junior high and answer any questions/ concerns that parents may have. Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 4: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. Strategy's Expected Result/Impact: Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: CJH leaders will increase teacher/staff retention, staff connectedness, and overall satisfaction with being a member of the Cardiff staff.

Evaluation Data Sources: Ongoing district/campus culture-climate survey; annual staff survey; new staff interviews; check-in meeting conducted by the Principal with each staff member over the course of the school year.

Strategy 1 Details	Reviews			
Strategy 1: CJH will demonstrate appreciation for our new and experienced teachers by organizing and implementing our monthly "Sponsor-A-Month" treats, provide breakfast and lunch on staff PD days, celebrate a staff member of the month, etc. Strategy's Expected Result/Impact: Contribute to creating a positive campus culture and increase staff morale. Staff Responsible for Monitoring: Leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	CJH will provide a well-rounded education by having ALL students in all core subjects engaging in lessons that are differentiated by utilizing a variety of resources and materials including technology for their ability level at a minimum of twice per week.
1	4	2	Cardiff Junior High will allow all staff members to attend professional development on how to differentiate lessons by planning in terms of content, process, and product for ALL students to be successful, especially students who are At-RISK of failing.
1	4	3	After school tutorials, after school bus transportation, and summer school will be provided for students who are AT-RISK of being unsuccessful.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A Comprehensive Needs Assessment was conducted in-person on Monday May 18, 2026 in the Large Group Instruction room at Cardiff Junior High. The needs assessment was completed in two meetings on May 18th: one, at 9:30-10:30 AM and the second at 1:00-2:00 PM. The meeting consisted of a wide range of stakeholders:

- Principal - Richard Merriman
- Other School Leaders - Keshia Williams (Assistant Principal), Kimberly Rasberry (Instructional Coach), Karen Pennywell (Instructional Coach), Kelly Lara (Instructional Coordinator)
- Specialized School Support: - Sarah Enamorado (EL Facilitator), Catherine Bullock (Librarian)
- Parents - Ivana Ponce, Nary Wu
- Community/Business Partners - David Olson, Jacob Robinson
- Paraprofessional Staff - Irma Lopez, Natalia Montoya Bermudez
- Teachers - Dan Brodt, Rosa Solares, Jennifer Perez, Yasmin Bolanos
- District Personnel - Allyson Walker, Rachel Rice

Note: Rachel Rice, David Olson, Jacob Robinson, and Ivana Ponce were unable to attend in person. They were provided with copies of the all of the data reviewed by the committee along with the meeting agendas and meeting minutes. They responded by electronic means that they had reviewed all of the information discussed and recommendation made by the committee.

For the first meeting May 18, 2026 (9:30-10:30), the Campus Advisory Team was tasked with reviewing the goals of the current school year and reviewing several data sources to identify areas for improvement for the campus. In order to get a picture of student learning, the committee reviewed the following data sources:

- Combined CBA results (Campus Based Assessments) and KLA results (Katy Learning Assessments) for all of school year 2025-26 for each of the four core subjects (RLA, Math, Science, and Social Studies). This data was disaggregated into percentages of students scoring at Approaches, Meets, and Masters, comparable to STAAR scoring. It was also broken down by the following subpopulations: At-Risk, Economic Disadvantaged, ESL, American Indian/Alaskan Native, Asian, Black, Hispanic, Two or More Races, White, Gifted & Talented, Emergent Bilingual, and Special Education.
- Current enrollment
- Student demographics by sub-population
- Grade distributions
- Average daily attendance for the past five years
- Discipline referrals for 2025-26

The first meeting concluded with identified areas of strength and needs.

For the second meeting on the afternoon of May 18, 2026 (1:00-2:00) the group was divided into four subcommittees in order to focus in on specific areas. Each subcommittee was assigned one of the following four areas to discuss: Reading/Language Arts, Math, Science, or Social Studies. Each subcommittee identified strengths as well as needs (problem statements) and drafted goals for the four identified problem areas. Each subcommittee shared their findings with the rest of the advisory committee members, received input and feedback from the group, and received a final voice of approval. A root cause analysis was then conducted by the committee for each of the priority problems identified.

Based on a review of the data, the committee identified several strengths and also areas for growth:

Strengths

- 6th Grade Math: Demonstrates early success on assessments, indicating strong foundational understanding, though performance declines with increased rigor
- 8th Grade Math: Shows consistent growth across years, reaching higher Meets performance levels compared to other math grades
- Algebra I: Strongest math performance on campus with high Meets and growing Masters performance
- 6th Grade RLA: Strong initial performance and ability to meet standards, showing solid early literacy foundation
- 7th Grade RLA: Demonstrates periods of growth and improvement, especially in Approaches and Meets
- 8th Grade RLA: Continues to show relatively stronger performance compared to other grades and subjects, especially in literacy outcomes
- 6th Grade Science: High Approaches performance indicates strong access to grade-level content
- 8th Grade Science: Demonstrates growth and higher Meets performance compared to other science grades
- 6th Grade Social Studies: Identified as a relative strength with strong recovery and growth in Meets performance
- Social Studies (All Grades): CBA and district data show overall growth trends in student access to content (Approaches)
- Campuswide: Students consistently demonstrate strong performance at the Approaches level across all subjects

Areas for Growth

- Math: Significant gaps between student performance on classroom/CBA assessments and district KLA/STAAR performance, especially in Grade 7
- 7th Grade Math: Lowest-performing area on campus with consistently low Meets and Masters performance across years
- RLA: Declines across assessment windows and difficulty sustaining performance as rigor and text complexity increase
- 6th & 8th Grade RLA: Declining trends in Meets and Masters performance over time
- 7th Grade RLA: Inconsistent performance with fluctuations across years and assessment cycles
- Science: Performance declines as rigor increases, especially under revised TEKS expectations
- 7th Grade Science: Lowest science performance on campus, particularly in Masters-level achievement
- Social Studies: Ongoing challenges with academic vocabulary, source analysis, and evidence-based reasoning
- 7th & 8th Grade Social Studies: Lower Meets performance and slower growth compared to Grade 6
- Campuswide: Large gap between Approaches and Meets/Masters performance across all subjects
- Campuswide: Students struggle with higher-order thinking skills, including application, reasoning, and justification
- Subgroups (EB, SPED, HB1416): Persistent achievement gaps across all subjects and grade levels

Through the Comprehensive Needs Assessment, the Campus Advisory Committee prioritized and identified four needs (problem statements) to address in our Campus Improvement Plan:

1. Across all core content areas, students are performing significantly higher on campus-based assessments than on district KLAs, indicating a systemic gap in rigor, cognitive demand, and assessment alignment. Students are not consistently demonstrating the level of application, reasoning, and transfer required for Meets and Masters performance on district-aligned assessments. Root Cause:
Instructional planning and campus-created assessments are not consistently aligned to the level of rigor, cognitive complexity, and application required by district KLAs and STAAR assessments. Students need more consistent exposure to rigorous, non-routine, and application-based learning experiences.
2. Across all content areas, students demonstrate stronger performance on procedural, recall, and scaffolded tasks but struggle with higher-order thinking skills such as analysis, justification, synthesis, modeling, and application in unfamiliar contexts. Root Cause Classroom instruction has not consistently embedded opportunities for academic discourse, evidence-based reasoning, productive struggle, and higher-level questioning that require students to explain thinking, justify responses, and apply learning independently across multiple contexts.
3. Emergent Bilingual, Special Education, and KAP/GT students continue to demonstrate persistent achievement gaps at the Meets and Masters levels across all core content areas, indicating inconsistent access to rigorous, grade-level learning experiences and academic language development.
Instructional supports, differentiation practices, and scaffolded reasoning opportunities are not consistently implemented to ensure all student groups can

- independently engage in rigorous academic discourse, complex thinking tasks, and evidence-based responses aligned to grade-level standards.
4. Student engagement and consistent academic participation are concerns as indicated by declining attendance (93.98%), high discipline referrals (ID violations: 1,326; tardies: 414), and a high percentage of economically disadvantaged (82%), at-risk (76%), and EB students (36%). Root cause inconsistent implementation of targeted instructional strategies and school-wide systems to support a highly mobile, at-risk, and multilingual student population results in gaps in engagement, behavior, and academic access.

1.2: Location for Evidence of Multiple Meetings Held

CNA Meeting 1

5/18/2026 10:30 - 11:30 (in-person)

Cardiff JH/Katy ISD

Room - LGI

- I. Introductions- all CNA team members for 26-27 school year
- II. Mission and Vision
- III. CJH Celebrations
- IV. What is Title I?
- V. CJH Academic Successes Past 2 Years
- VI. CJH Title I Benefits
- VII. TEAM Strategic Priorities:
 - Review Current CNA and CIP goals from 25-26
 - CJH Demographics- Review data for campus needs assessment
 - Small Groups Discussion 4 groups- review STAAR Data, Attendance data, Behavior Data, Tardies
- VIII. Strengths and Weaknesses- Determine for STAAR, Attendance, Behavior/Truancy/Tardies
- IX. Problem Statements- determine problem statements
- X. Conclusion/Next Steps- Next Meeting May 18th 10:30AM

Comprehensive Needs Assessment for Campus Improvement Plan

CJH Campus Advisory Team Meeting #1

Meeting Minutes

May 18, 2026

9:30 - 10:30

The Campus Advisory Team met on May 18, 2026 to discuss the current needs of the campus and to plan goals and strategies for the following school year.

The meeting was conducted by Mr. Merriman, Principal, and began at 9:30 AM. Mr. Merriman welcomed the committee members and everyone did introductions.

Mr. Merriman then provided a meeting overview / purpose of the two meetings that would take place, one in the morning and one after lunch. Mr. Merriman presented a powerpoint presentation with an orientation about the following:

- CJH Celebrations
- What is Title I/Title I requirements
- Comprehensive Needs Assessment
- Examine the data
- Identify areas for improvement and set goals for next year

Mr. Merriman shared CJH Academic Successes

- Two members asked what Reading 180 Flex Program is – it was answered that it is a program to help bring students closer to read
- CJH was top performing in district in 8th grade math lab

Mr. Merriman handed out assessment data and separated us into groups and explained the tasks of each group as follows. This is the process that would be followed in order to set goals for the 2026-27 school year.

- Review current CNA/CIP goals from 2026-26
- CJH Demographics- review data for Campus Needs Assessment
- Strengths and Weaknesses- Determine for STAAR, Attendance, Behavior/Truancy/Tardies
- Identify one or more problems to be solved. Must write a problem statement for each one and identify the root cause; use the 5 Why's Protocol.
- Reflect on current goals and determine if they are still relevant to solving the problems identified
- Revise goals or write new goals; include strategies for accomplishing goals
- Goals should be written in SMART format -- Specific, Measurable, Achievable, Relevant, and Time Bound

Groups began working at approximately 9:53 and worked until 10:30 AM at which time groups took a break for lunch.

CNA Meeting 2

5/18/2026 1:00 - 2:00 (in-person)

Cardiff JH/Katy ISD

Room - LGI

I. Introductions- all CNA team members for 26-27 school year

II. Review of Meeting 1

- III. Strengths and Problems
- IV. Priority Problems and Root Cause Analysis
- V. Share and Discuss
- VI. Committee Review and Approval of goals and strategies
- VII. Closing remarks

Comprehensive Needs Assessment for Campus Improvement Plan

Meeting Minutes

CJH Campus Advisory Team Meeting #2

May 18, 2026

1:00 – 2:00

At 1:00- groups resumed working on their task of disaggregating data, discussing the data, identifying areas of need, drafting problem statements with root causes, and drafting possible objectives.

At 1:30- Mr. Merriman had each group present their findings and recommendations to the rest of the committee.

- Each group shared their findings from their data review
- Each group shared the problem statements that they identified and their root causes
- Each group shared their draft of goals and strategies

Each group was responsible for recording the following for their group:

- A general summary of the observations from the data that you reviewed
- One or more problem statements that you identified from reviewing the data and the root cause of each problem.
- Final draft of goals and strategies for your content/focus area.

The committee reviewed all of the goals that had been proposed. There was time for Q&A and some goals were revised slightly. The committee voiced approval for the final draft of the goals and strategies.

Mr. Merriman provided closing, gratuitous remarks for the work that the committee accomplished. The meeting concluded at 2:00 PM.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

CNA Meeting May 18th, 2026 CJH LGI

The CIP Meeting was held on Monday, August 3rd

Documents are in Title I Crate

2.2: Stakeholders 1114(b)(2)

We communicated with interested stakeholders that two separate meetings would take place on May 18th to support the CNA process.

Principal - Richard Merriman

Teachers - Dan Brodt, Rosa Solares, Jennifer Perez, Yasmin Bolanos

Parents - Ivana Ponce, Nary Wu

Paraprofessionals - Irma Lopez, Natalia Montoya Bermudez

Other School Leaders - Keshia Williams, Kim Rasberry, Karen Pennywell

Specialized Instructional School Support Personnel - Kelly Lara, Catherine Bullock, Sarah Enamorado

District Administrators - Allyson Walker, Rachel Rice

Community Members - David Olson, Jacob Robinson

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

A PDF copy of the CIP can be found on the campus website in both English and in Spanish and in the front office upon request

Campus eNews communications have been sent to notify parents of where to access the CIP. Additionally, we discuss this during Title 1 PFE nights as well.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

All strategies that have Title I money listed as a funding source will have Title I Elements tied to it as well.

Goal 1 Objective 3 Strategy 1

Goal 1 Objective 4 Strategy 1

Goal 1 Objective 4 Strategy 2

Goal 1 Objective 4 Strategy 3

Goal 2 Objective 1 Strategy 1

Goal 3 Objective 1 Strategy 1

Goal 3 Objective 1 Strategy 2

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

I can confirm that Notes are in the formative reviews, notes from all summative reviews include the necessary information and are uploaded in the title 1 CRATE. Additionally, the documentation will be used to show data was analyzed for the the required schoolwide program evaluation process. Finally, the schoolwide program evaluation is included in the CNA process.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Saldana	English Teacher		Yes
Kelly Lara	Instructional Coordinator		Yes
Kerri Schuler	Math Teacher		Yes
Kirsten Harris	English Teacher		Yes
Thai Pham	Science Teacher		Yes

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$458,252.00
1	4	1			\$30,000.00
1	4	2			\$6,000.00
1	4	3			\$49,061.00
2	1	1			\$2,687.00
3	1	1			\$2,000.00
3	1	2			\$2,879.00
Sub-Total					\$550,879.00